

## PLANTERSVILLE ELEMENTARY

1668 Exodus Drive  
Georgetown, South Carolina 29440

**GRADES** PK-5 Elementary School

**ENROLLMENT** 135 Students

**PRINCIPAL** Dr. Arthur Lance 843-546-8453

**SUPERINTENDENT** Dr. Charles Gadsden 843-436-7000

**BOARD CHAIR** Charlesann H. Buttone 843-436-7000

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	9	45	47	3

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

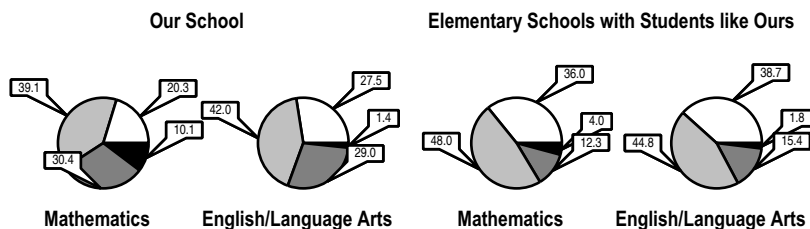
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




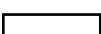
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Average	Below Average	N/A
2002	Below Average	Excellent	N/A
2003	Good	Excellent	Yes
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	18	23	16
Percent satisfied with learning environment	83.3%	91.3%	93.8%
Percent satisfied with social and physical environment	72.2%	82.6%	93.8%
Percent satisfied with home-school relations	70.6%	95.7%	87.5%

**PACT PERFORMANCE BY GROUP**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
<b>English/Language Arts</b>								
All students	71	100.0	27.5	42.0	29.0	1.4	30.4	17.6
<b>Gender</b>								
Male	34	100.0	31.3	43.8	25.0	N/A	25.0	17.6
Female	37	100.0	24.3	40.5	32.4	2.7	35.1	17.6
<b>Racial/Ethnic Group</b>								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
African-American	69	100.0	27.9	42.6	27.9	1.5	29.4	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Disability Status</b>								
Not disabled	61	100.0	18.6	45.8	33.9	1.7	35.6	17.6
Disabled	10	100.0	80.0	20.0	N/A	N/A	N/A	17.6
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	71	100.0	27.5	42.0	29.0	1.4	30.4	17.6
<b>English Proficiency</b>								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	71	100.0	27.5	42.0	29.0	1.4	30.4	17.6
<b>Socio-Economic Status</b>								
Subsidized meals	65	100.0	29.7	43.8	25.0	1.6	26.6	17.6
Full-pay meals	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
<b>Mathematics</b>								
All students	71	100.0	20.3	39.1	30.4	10.1	40.6	15.5
<b>Gender</b>								
Male	34	100.0	31.3	37.5	25.0	6.3	31.3	15.5
Female	37	100.0	10.8	40.5	35.1	13.5	48.6	15.5
<b>Racial/Ethnic Group</b>								
White	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
African-American	69	100.0	20.6	39.7	29.4	10.3	39.7	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
<b>Disability Status</b>								
Not disabled	61	100.0	13.6	40.7	33.9	11.9	45.8	15.5
Disabled	10	100.0	60.0	30.0	10.0	N/A	10.0	15.5
<b>Migrant Status</b>								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	71	100.0	20.3	39.1	30.4	10.1	40.6	15.5
<b>English Proficiency</b>								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	71	100.0	20.3	39.1	30.4	10.1	40.6	15.5
<b>Socio-Economic Status</b>								
Subsidized meals	65	100.0	21.9	37.5	29.7	10.9	40.6	15.5
Full-pay meals	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	23	N/A	56.5	39.1	4.3	N/A	4.3
	Grade 4	22	N/A	40.9	50.0	9.1	N/A	9.1
	Grade 5	24	N/A	45.8	50.0	4.2	N/A	4.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	24	100.0	21.7	26.1	47.8	4.3	52.2
	Grade 4	24	100.0	16.7	62.5	20.8	N/A	20.8
	Grade 5	23	100.0	45.5	36.4	18.2	N/A	18.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	23	N/A	73.9	26.1	N/A	N/A	N/A
	Grade 4	22	N/A	31.8	18.2	27.3	22.7	50.0
	Grade 5	24	N/A	16.7	45.8	29.2	8.3	37.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	24	100.0	26.1	26.1	34.8	13.0	47.8
	Grade 4	24	100.0	25.0	62.5	8.3	4.2	12.5
	Grade 5	23	100.0	9.1	27.3	50.0	13.6	63.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 135)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	0.6%	Down from 5.0%	2.5%	2.4%
Attendance rate	98.1%	Up from 97.7%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	8.1%	Down from 8.2%	5.2%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.2%	Up from 3.8%	8.3%	8.0%
Older than usual for grade	N/A	N/A	2.9%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 13)				
Teachers with advanced degrees	53.8%	Up from 42.9%	46.9%	50.0%
Continuing contract teachers	69.2%	Up from 57.1%	77.8%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	83.1%	Down from 83.3%	80.3%	86.2%
Teacher attendance rate	95.8%	Up from 94.0%	95.1%	95.3%
Average teacher salary	\$37,930	Down 3.8%	\$38,381	\$39,909
Prof. development days/teacher	20.8 days	Up from 9.7 days	13.0 days	11.4 days

School				
Principal's years at school	10.0	No change	3.0	4.0
Student-teacher ratio	10.3 to 1	Down from 12.5 to 1	17.1 to 1	18.9 to 1
Prime instructional time	92.4%	Up from 90.2%	88.7%	89.7%
Dollars spent per pupil*	\$11,541	Up 31.5%	\$6,797	\$5,892
Percent spent on teacher salaries*	49.5%	No change	63.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	97.3%	Down from 99.0%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Plantersville Elementary School through the efforts of our School Renewal and Title I Plans, and SC Reads Grant plans continued focus on early detection and assistance for children needing academic help at an early age. The percentage of students ready for first grade, 100 % as measured by the CSAB in the 2000-01 administrations, validates the need for continued use of programs like our four-week summer program for rising first graders who need additional assistance.

PACT 2002 data indicated that 57% (third grade), 41% (fourth grade) and 46% (fifth grade) were below basic in English/Language Arts and 75% (third grade), 32% (fourth grade) and 17% (fifth) were below basic in Math. Clearly, this suggests that intense focus is still needed in problem solving and critical thinking strategies as part of our overall staff development efforts to enhance student achievement in at-risk populations.

As indicated by surveys, PACT, SDRT, and TLS Mastery Reports there is a need for additional learning time for students. Extended Day, Extended Year, Tutorial and Homework programs are provided for our students throughout the school year. Also, actual parental participation suggests the continuing need to attract parent involvement. Plantersville Elementary through a SC READS grant have created a parenting center supported by a full-time Family Literacy Facilitator and Early Literacy Coach. These efforts have enhanced our existing curriculum and involved parents in their child's schooling. The benefits are noted in this year's school performance.

Based on all data, it is evident that sustained staff development is needed for teachers, staff and parents in highly effective learning/teaching techniques, early childhood, instructional technology, and scientifically based diagnosis and prescriptive reading/ math approaches/ varied learning styles. Therefore, intense focus is being addressed through our Title I Plan, SC READS grant, Every Day Math program, SCRI reading/UBD initiatives and SC Frameworks to better prepare teachers to become more successful with their students' academic achievement across the curriculum.

Dr. Arthur Lance, Jr. Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.